

Parents' Guide to Understanding TCAP Achievement Test Results



Tennessee Comprehensive Assessment Program Achievement Test

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INTRODUCTION

Each spring, Tennessee students in Grades 3–8 take the TCAP Achievement Test. This test measures a student's academic knowledge and skills in mathematics, reading/language arts, science, and social studies. The TCAP Achievement Test contains multiple-choice questions and has set time limits. There is no passing or failing score on the test.

The TCAP Achievement Test provides two types of information on student performance:

- ◆ GRADES K–2 Norm-referenced Test Scores

Norm-referenced test scores show how well Tennessee students do in comparison with a national group of students who took the same test items.

- ◆ GRADES 3–8 Criterion-referenced Test Scores

Students are administered a criterion-referenced test that is required by the federal No Child Left Behind (NCLB) legislation. For additional information about the No Child Left Behind Act, visit the NCLB Web page at <http://www.ed.gov/parents/landing.jhtml>.

Criterion-referenced test scores are used to measure how well a student has learned Tennessee's state curriculum rather than how the student compares with a national group. Criterion-referenced scores are also used to identify student areas of strength or need. For additional information on the Tennessee curriculum and what your child should be learning at his or her grade level, visit the Division of Teaching and Learning Web page at <http://www.state.tn.us/education/ci/standards/>.

Described in this guide are the types of individual student reports that are available for school districts, schools, and parents. These reports include the Norm-referenced Individual Profile Report and Home Report (Grades K–2), and Criterion-referenced Individual Profile Report (Grades 3–8).

If, after reading this guide, you have further questions about the TCAP Achievement Test results, contact:

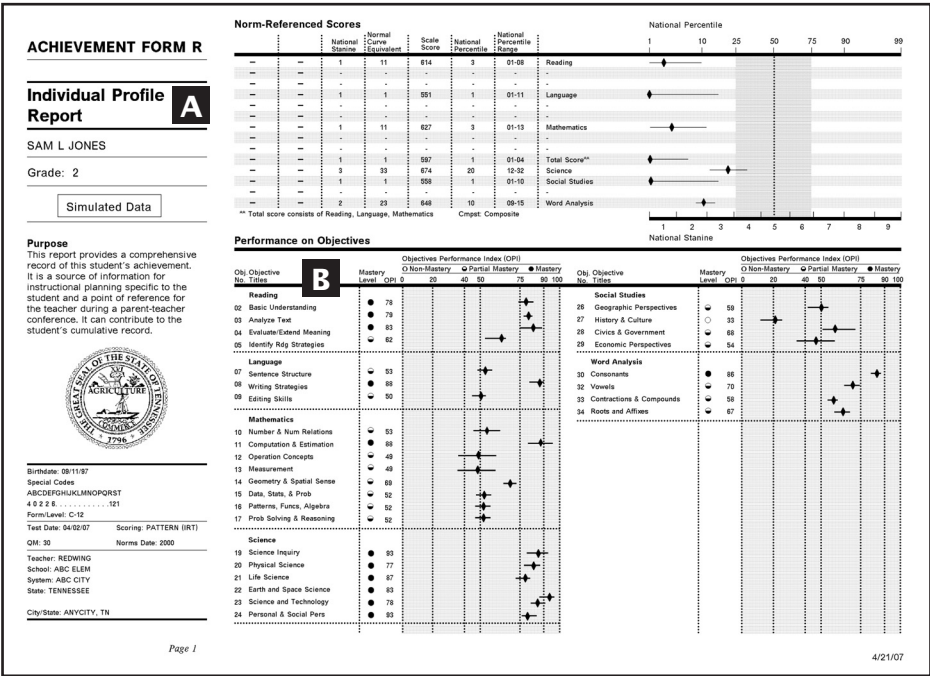
Tennessee Department of Education
Assessment, Evaluation & Research Division
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Hardison Building
Nashville, Tennessee 37243

Telephone: (615) 741-0720

For additional information about the TCAP Achievement Test Program, visit the TCAP Achievement Test Web page at <http://www.state.tn.us/education/assessment/tsachhome.shtml>.

NORM-REFERENCED REPORTS (Grades K–2)

Individual Profile Report



A

The top part of the Individual Profile Report shows how your student compares with a national group of students who took the same test items. The norm-referenced results are presented in the following scores:

National Stanine: The National Stanine shows your student's scores using a scale that ranges from 1–9. Scores 1–3 are Below Average, 4–6 are Average, and 7–9 are Above Average.

Normal Curve Equivalent: The Normal Curve Equivalent shows your student's scores using a scale that ranges from 1–99. Scores from 1–34 are Below Average, 35–65 are Average, and 66–99 are Above Average.

Scale Score: The Scale Score ranges from 1–999. These scores are the basis for all other norm-referenced scores, such as the National Stanine and Normal Curve Equivalent. Scale Score ranges for Below Average, Average, and Above Average are different for each grade level and content area tested.

National Percentile: The National Percentile is the percentage of students in the national group who scored lower than your student on the test items. For example, a student who achieved a National Percentile score of 75 scored better than 75% of all the students in the national group who took the same test items.

National Percentile Range: Because the norm-referenced scores show how your student performed against a national group during this single TCAP Achievement Test administration, the National Percentile Range shows where your student might likely score if he or she were to take the test items multiple times.

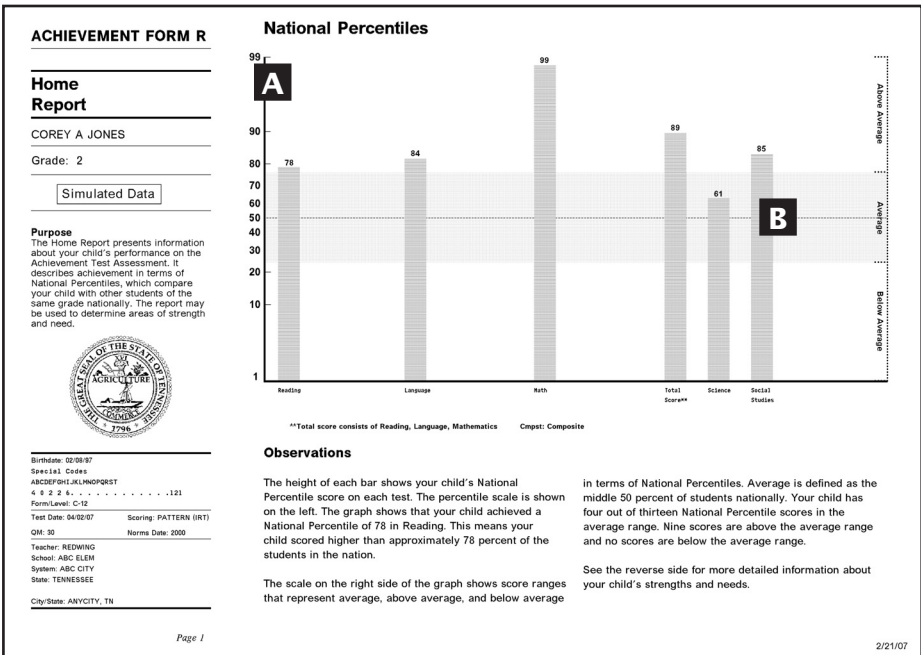
National Percentile/National Stanine Graph: This graph represents the National Percentile and National Stanine scores. The diamond indicates your student's score, and the lines on the sides of the diamond are the National Percentile Range. The shaded area in the middle of the graph indicates the Average range.

B

Objective Performance Index: The Objective Performance Index is an estimate of the number of items your student would have been expected to answer correctly if there had been 100 similar items on the test. Scores between 0–42 are considered Non-Mastery; scores between 43–69 are considered Partial Mastery; and scores 70 and above are considered Mastery.

Objectives Performance Graph: This graph represents your student's Objective Performance Index score. The diamond indicates your student's score, and the lines on the sides of the diamond are the range in which your student might likely score if he or she were to take the test items multiple times.

Home Report



A

The Home Report uses shaded bars to represent your student's National Percentile score in each of the content areas measured on the TCAP Achievement Test. The National Percentile score is the percentage of students in the national group who scored lower than your student on the test items. For example, a student who achieved a National Percentile score of 50 scored better than 50% of all the students in the national group who took the same test items. The height of each bar is determined by your student's score—the higher the bar, the better your student scored on that content area.

B

The right side of the graph indicates where student scores are considered to be Below Average, Average, and Above Average.

Page 2

Page 2 of the Home Report also provides written information on your student's areas of strengths and needs as they relate to performance on the TCAP Achievement Test.

ACHIEVEMENT FORM R

Home Report

COREY A JONES

Grade: 2

Simulated Data

Purpose
This page of the Home Report presents information about your child's areas of strength and need. This information is provided to help you monitor your child's academic growth.

Strengths

Reading
Based on these results no strengths were identified.

Language
Based on these results no strengths were identified.

Mathematics
● Number and Number Relations
● Computation and Numerical Estimation

Science
Based on these results no strengths were identified.

Social Studies
Based on these results no strengths were identified.

Needs

Reading
○ Basic Understanding
○ Analyze Text

Language
○ Sentence Structure
○ Writing Strategies

Mathematics
○ Problem Solving and Reasoning
○ Data Analysis, Statistics and Probability

Science
○ Science Inquiry
○ Earth and Space Science

Social Studies
○ Economic Perspectives
● Civics and Government Perspectives

Key ● Mastery ○ Partial Mastery ○ Non-Mastery

Page 2

2/21/07

CRITERION-REFERENCED REPORT (Grades 3–8)

Individual Profile Report

ACHIEVEMENT FORM R

Individual Profile Report

JOHN SMITH

Grade: 8

Simulated Data

Purpose

This report provides a comprehensive record of this student's performance. It is a source of information for instructional planning specific to the student and a point of reference for the teacher during a parent-teacher conference. It provides information regarding the student's performance on the Social Studies examinations.



Birthdate: 04/20/93

Special Codes

ABCDEFGHIJKLMNQRST

411604355.....1.

Form: R

Test Date: 04/02/07

Teacher: JONES

School: BLUEGRASS MS

System: CLEAR LAKE

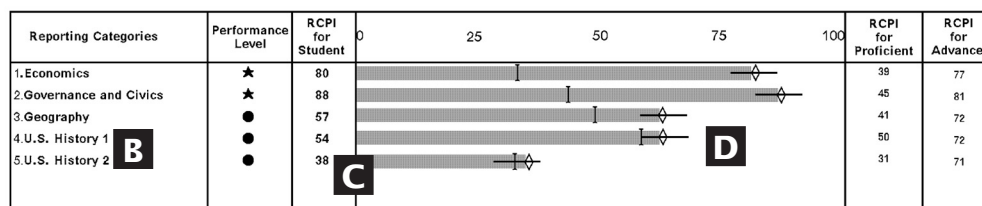
State: TCAP Achievement 07

Page 1

Your student's performance on Social Studies Reporting Categories is shown graphically below. The Performance Level for each Reporting Category is further designated as Below Proficient (designated by an open circle), Proficient (designated by a filled circle), or Advanced (designated by a filled star). The Reporting Categories Performance Index (RCPI) is an estimate of the number of items your student would be expected to answer correctly if there had been 100 such items for the category.

Social Studies Test Results

Your student's scale score of 475 is in the Proficient category for Social Studies



Proficiency in 8th Grade Social Studies indicates sufficient evidence exhibited by, but not limited to, student's ability to:

In **Economics**, recognize America's natural resources, interpret a diagram showing the steps of changing a resource into a product, differentiate between credit and debt, recognize economic activities of early America, identify various forms of taxation, interpret a variety of economic graphs and charts with topics, differentiate between commercial and subsistence economy, and recognize factors leading to urbanization and industrialization in early America;

In **Governance and Civics**, identify the rights, responsibilities, and privileges of a member of the United States of America, identify purposes and structures of various systems of governance, recognize the purpose of government and how its powers are acquired, used and justified, recognize the rights and responsibilities of individuals throughout the development of the U.S., identify how conditions, actions, and motivations contributed to conflict and cooperation between states, regions, and nations, recognize rights guaranteed in Bill of Rights, recognize impact of major court decisions on American life, identify the role of institutions in furthering both continuity and change, and recognize how groups and institutions work together to meet common needs;

In **Geography**, identify and use the key geographic elements on a map, recognize the definition of religion, interpret examples which illustrate how cultures adapt to or change the environment, use various geographic data from maps and globes to determine longitude, latitude, distance, direction, interpret a geographic map of the early U.S., and recognize how topographical features such as mountain and river systems influenced settlement and expansion of the U.S.;

In **U.S. History Period 1 (Beginnings-1820)**, recognize the causes and examples of migration and immigration in early America, recognize the influence of science and technology on the development of early American colonial cultures, contrast the characteristics of major native civilizations of the Americas, read a timeline and order events of the past, differentiate between a primary and a secondary source, recognize causes and consequences of conflict, compare and contrast the tenets of America's early major religions, identify how religion contributed to early American society, interpret a timeline of technological innovation, classify characteristics of historic events into causes and events, and recognize historical impacts of European settlement in North America;

In **U.S. History Period 2 (1801-1900)**, recognize the causes and examples of migration and immigration in Early America, identify cultures that contributed to the development of the U.S., read a timeline and order events of the past, differentiate between a primary and secondary source, recognize causes and consequences of conflict, recognize consequences of westward expansion of the United States, identify the impact of individual and group decisions on historical events, recognize the impact groups have on change at the local, state, national, and world levels, identify how religions contributed to early American society, interpret a timeline of technological innovations, classify characteristics of major historical events into causes and effects, determine social, political, and economic factors that contributed to institution of slavery in America, interpret a timeline detailing the development of political parties in the United States to the Civil War, interpret maps, timelines, and charts that illustrate key elements of history, and recognize examples of stereotyping, prejudice, conformity, altruism in early American history.

★: Advanced
●: Proficient
○: Below Proficient

◇: Your Student's Reporting Category Performance Index

┌: Represents the Proficient Level of the Reporting Category

—: Confidence Band
The bands to the right and left of the diamond (Confidence Band) represent the range where your student would most likely score in a similar test experience.

3/16/07

The Criterion-referenced Individual Profile Report shows your student's performance on test items that measured the knowledge and skills in the Tennessee curriculum. This report is provided for reading/ language arts, mathematics, science, and social studies in Grades 3–8.

A

This part of the report lists your student's scale score and overall proficiency for this particular content area.

B

The left column lists the Reporting Categories. To the right of each Reporting Category is a symbol that indicates your student's performance level for that category. (A filled star indicates Advanced; a filled circle indicates Proficient; and an open circle indicates Below Proficient.)

C

RCPI (Reporting Categories Performance Index) ranges from 0–100 and is an estimate of the number of items your student would have been expected to answer correctly if there had been 100 similar items on the test. The minimum RCPIs for Proficient and Advanced are listed in the far-right columns.

D

This section of the report gives a graphic representation of your student's performance in each Reporting Category.

